

Classroom Literacy Instruction Profile



No CLIP coded: <input type="checkbox"/> Gross motor group activity <input type="checkbox"/> Other reason	Context: <input type="checkbox"/> Child-selected activity <input type="checkbox"/> RAP <input type="checkbox"/> Teacher-selected activity <input type="checkbox"/> Meal/snack/routine	Staff ID# _____ <input type="checkbox"/> All Non-Literacy Activity (10 min.)	CLIP #1 Expected Start Time ____ : ____ am pm
Other Staff in Literacy Events: <input type="checkbox"/> Staff ID _____ Column A: ____ <input type="checkbox"/> Staff ID _____ Column A: ____ <input type="checkbox"/> Staff ID _____ Column A: ____	Describe Literacy Event ("Title"): _____		Literacy Event #3 Start ____ : ____ am pm End ____ : ____ am pm

Literacy Event #3

A. Literacy Activity (circle one)	B. Literacy Knowledge Afforded (circle one)	C. Teacher's Instructional Style (circle one)	D. Text Support/Context for Literacy Instruction (circle all that apply; specify)	E. Number of Children in Activity w/Teacher (circle one E1-E4; E5 if applicable)	F. Child(ren)'s Talk (circle all that apply)	G. Teacher's Involvement With Child(ren) (circle all that apply)
1 Teacher presents information or explains about print/text/ language, or Reads text to children (when not RAP)	1 Sounds —NO PRINT used— (phonological awareness)	1 Performing/presenting (child(ren) listen/watch)	1 Whole/connected text (e.g., book, story)	1 One Child	1a <u>Teacher</u> English 1b Spanish, or other	1a <u>Teacher language:</u> English 1b Spanish, or other language
2 Teacher writing	2 Letters Shape & name; numerals; some sight words (e.g., child's own name) (orthographic awareness)	2 Directing child(ren)'s response (usually closed-ended questions/commands)	2 Isolated text—sentence, word, letter(s), numeral(s), or word part	2 Two children	2a <u>Teacher</u> English 2b Spanish, or other	2a <u>Focus of language:</u> To group 2b To one child 2c To children in turn
3a <u>Focused oral language:</u> Language games, rhymes, songs, storytelling [NOT songs for transitions or management]	3 Sounds & letters together —PRINT used— (phonological-orthographic awareness)	3 Making suggestions/ offering materials	3 Environmental print/ functional text	3 Small group (3-5 children)	3a <u>Teacher</u> English 3b Spanish, or other	3 No teacher language
3b Discussion, dialogue						
3c Circle time routines: weather, calendar, job chart, daily songs	4 Comprehension of text/ story	4 Observation/listening (teacher within 3 feet of child(ren); 1 or more minutes observing and/or listening)	4 TV/video	4 Large group (6+ children)	4 No child language	
4 Child reading/emergent reading; shared reading (teacher with one child, taking turns reading)	5 Vocabulary and background knowledge	5 Group discussion (> 1 child or 1 child & group; various question types) * Quality Rating	5 Computer/interactive instructional technology	5 Whole group		
5a <u>Child writing:</u> Emergent writing	6 Conventions of text, format, emergent writing NOT letter shapes (Print awareness)	6 Individual discussion (single child only; various question types) * Quality Rating	6 Picture(s), representative object(s), illustration(s), or icon(s)			
5b Copying, tracing						
6 Child tagging/matching (e.g., word to object, word to icon, word to picture, letter to picture, letter to letter, word to word, etc.)	7 Print motivation		7 Connected to classroom theme			
	8 Oral communication/ listening skills		8 Other			
7 Literacy assessment	<input type="checkbox"/> For B1-B8: Check if content is incorrect		9 None			

A. Literacy Activity

- 1. Teacher presents information (or explains about) print / text / language, or reads text to children):**
 - presenting information to children
 - explaining about print / text: The teacher is explaining something about a written text to child(ren).
 - explaining about the sounds of language: The teacher explains something about the sounds a letter or word makes, for example.
 - explaining about alphabet: The teacher points out or explains about individual letters or the whole alphabet. This can include talking about numerals, which are symbols that represent numbers.
 - reading: The teacher is reading a text—it could be a poem, a story that the class has composed together, a book (>5 RAPs), or some other non-book text.
- 2. Teacher writing:** The teacher is writing letter(s), word(s), or sentence(s) while child(ren) observe. This includes teacher writing as child dictates (e.g., caption).
- 3. Focused oral language:**
 - The teacher is leading language play involving rhyming, alliteration, attending to rhythm of speech (clapping out syllables); other games involving oral language; nursery rhymes; storytelling.
 - The teacher is conducting some kind of focused oral language activity (not social conversation or comforting) such as an in-depth discussion, interviewing, or dialogue.
 - The teacher is leading circle time routine activities such as calendar, job chart, weather, daily songs, etc.
- 4. Child reading/emergent reading; shared reading:** Child(ren) responding to text, e.g., reading word on flashcard, looking at a book, pretending to read, reading. Shared reading is when the teacher is with one child, and they are reading (a book) together.
- 5. Child writing:**
 - emergent writing:** Child(ren) writing, includes pretend writing, scribbling, invented spelling (e.g., teacher taking dictation from child). Also includes child(ren) creating written messages, lists, plans for the day (emergent or conventional writing)
 - copying, tracing:** Child(ren) tracing or copying print (e.g., teacher may be monitoring or assisting).
- 6. Child tagging / matching:** Child(ren) placing printed tags onto corresponding (referent) objects, icons, or locations. Can be matching word to object/icon/picture; letter to picture, letter to letter, word to word, etc.
- 7. Literacy assessment:** Teacher is conducting a literacy assessment.

B. Literacy Knowledge Afforded

- 1. Sounds (phonological awareness):** Instruction targets sounds (including, but not limited to, sounds of words or letters). Instruction does not involve use of print.
- 2. Letters & words (orthographic awareness):** Instruction focuses on learning to recognize the form (shape) of letters and sight words. It can include naming the letters to identify them and learning to form the letters (i.e., to write them, trace them, copy them, etc.). It can include learning to recognize numerals (circle if numerals) and one's own name.
- 3. Sounds and letters (phonological-orthographic awareness):** Instruction links letters with sounds. Helps children begin to decode written words.
- 4. Comprehension of text/story:** Instruction emphasizes meaning of text, skills for understanding text. Answering questions about text content, summarizing content, predicting, formulating questions about text.
- 5. Vocabulary and background knowledge:** Instruction builds knowledge of new concepts and new words, builds on what children already know to give new vocabulary meaning. Teacher introduces new concepts/words in play/ other activity (w/ or w/out explicit definition); compares/ contrasts new concepts or words to known ones.
- 6. Conventions of text, format, emergent writing:** Instruction points out format &/or purpose of print, signs, symbols in environment; teacher explains print conventions (e.g., title, author on book cover, capital letters at beginning of sentences, period at end; spaces between words). Includes beginning-middle-end concept and emergent writing but **NOT** letter shapes/names [=B2].
- 7. Print motivation:** Activity serves to make reading or other interaction with print enjoyable so that child would want to engage in it again. Code **emergent reading** opportunities here. However, if another code in this dimension fits, the other code should be used.
- 8. Oral Communication / Listening Skills:** Purpose of activity is to encourage children to use language to communicate, to use new vocabulary, and/or to learn to listen carefully/ attentively.

C. Instructional Styles

- 1. Performing/Presenting:** Teacher reads, speaks, without expecting response from children at that time.
- 2. Directing child(ren)'s response:** Teacher tells students what to do, explains or demonstrates, with little conversation from children. Includes recitation and/or call-and-response (class responds to closed-ended questions in unison, in a back and forth manner), and singing.
- 3. Making suggestions, offering materials:** The teacher suggests ways of extending activities (e.g., to include or extend literacy activity) or offers materials (e.g., literacy materials).

- 4. Observation/Listening:** Teacher is observing or listening to child(ren) engaged in literacy activity for 1 minute or more; teacher is within 3 feet of child(ren) in activity.
- 5. Relates to child's experience:** Teacher attempts to relate the topic to something in the children's experience (as in the read aloud question type, "distancing"). "Distancing" questions attempt to help children link the topic to something they already know about. For example, "Remember on our trip to the firehouse when we saw the fire truck? What did the firemen use to reach the top windows of the building?"
- 6. Group Discussion:** Teacher talks with 2 or more students, encourages input from small group of children or whole class; includes responsive, dialogic conversation; may involve lots of interaction and children responding to each other. Questions may be a mixture of open-ended, recall, etc. There are multiple conversational turns.
- 7. Individual Discussion:** Teacher talks with one child gathering knowledge about the child; extending the child's knowledge—includes higher-level questioning, a variety of question types.

D. Text Support for Literacy Activity/Context

- 1. Whole/Connected text:** The text consists of 3 or more connected sentences (story, expository text, song). This can be a book.
- 2. Isolated text:** The target of instruction is a: sentence (Text is no longer than 2 sentences); word (a single word or set of unconnected words is the target of instruction.); a letter or letters, numeral(s), or parts of a single word (e.g., syllable(s), onset-rime, phoneme(s)).
- 3. Environmental print/ Functional text:** Items of environmental/functional print such as poster, sign, menu, catalog, classroom calendar, chore chart, sign-up sheet used as focus of literacy activity.
- 4. TV/Video:** The focus of the literacy activity is a television show or segment, teacher participating in TV/video viewing and/or commenting, directing attention to TV/video content.
- 5. Computer / Interactive instructional technology:** A computer or other interactive instructional technology provides textual, visual, and/or auditory support for the literacy activity.
- 6. Picture(s), representative object(s), illustration(s), or icon(s):** Pictures or object(s) that represent a concept or thing, illustrations, or icons in room is/are the focus of literacy activity; teacher engaged with object(s), pictures, illustrations, or icons; teacher directing attention to object(s), pictures, illustrations, or icons as part of the literacy activity.
- 7. Connected to classroom theme:** The activity is connected to a current classroom theme (e.g., sea life, construction, the universe).
- 8. Other**
- 9. None:** No text, TV, or objects being used. Note: this is possible if the focus is on sound, for example.

OMLIT-CLIP
Rules

Read-Aloud Profile



Start Time ____ : ____ am pm	Title of Book: _____	Staff ID# _____	RAP #1
End Time ____ : ____ am pm	Author: _____	<input type="checkbox"/> Read-Aloud ends before book is completed	

A. PRE-Reading (set-up)	B. Reading	C. POST-Reading (extension)	D. Adult Reading Book	E. Adult Language with Children	F. Number of Children Reading	G. Book Characteristics	
(circle all that apply)	(circle all that apply)	(circle all that apply)	(circle all that apply)	(circle all that apply)	(circle one of F1-4; also F5 if applies)	(circle one for each)	
1 Guides book choice; discusses children's book choice(s)	1 Tracks print/discusses English print conventions	1 Answers children's questions about the book or related topics	1 Teacher	1 English	1 One child	1a <u>Type of book</u> 1b Picture book 1c Alphabet book 1d Counting book 1e Chapter book 1f Reference book	
2 Points to features of the book such as the title, illustrations, author	2 Uses props/dramatic voices/gestures		2 Assistant/Aide	2 Spanish	2 Two children	2a <u>Big Book</u> 2b Yes 2c No	
2a Discusses/defines concepts of print such as the title, illustrator, author	3 Directs children's attention to illustrations/text/story (e.g., asks questions about; discusses/expands on meaning; offers new information)	2 Expands on children's comments about the book or illustrations	3 Other Adult	3 Other language	3 Small group (3-5 children)	3a <u>Language</u> 3b English only 3c Spanish only 3d Eng & Spanish 3e Other language 3f Eng & other language <input type="checkbox"/> Book is read in different language	
3 Reminds children of similar books they have read or that they have read same book before	4 Comments on sounds, letters, and/or sound-letter links in the book	3 Comments on sounds, letters, and/or sound-letter links in the book	Vocabulary & Supports:		4 Large group (6+ children)	4a <u>Words/page</u> 4b 0 words 4c 1 word 4d 2-10 words 4e >10 words	
4 Comments on sounds, letters, sound/letter links, or tells children to listen and look for them in the book	5 Highlights new book-related vocabulary	4 Reviews/reinforces book-related vocabulary with or without print reference			5 Whole class	5a <u>Book on tape</u> 5b Yes 5c No	
5 Introduces book-related vocabulary	6 Relates the book to other activities in class, class theme	5 Summarizes/tells the story without child involvement			Open-ended Questions:		6a <u>Related to class theme</u> 6b Yes 6c No 6d Don't know
6 Relates the book to other activities in class, class theme	7 Expands on children's comments about the book	6 Summarizes/tells the story with child involvement					
7 Talks about events and/or features to listen, look for in the book	8 Answers children's questions about the book or related topics	7 Asks for recall of information about the book					
8 Introduces background information related to the book (book with or without child input)	9 Has children join in reading/completing text on their own or as a group (choral reading)	8 Asks book-related questions about children's experiences outside of classroom activities					
9 Narrates/tells the story in advance of reading	10 Asks recall questions about earlier parts of the book	9 Asks book-related open-ended questions (requires prediction, expanded response, thinking, and/or analysis)					
10 Relates the book to children's experiences outside of classroom activities	11 Relates the book to children's experiences/Asks book-related questions about children's experiences outside of classroom activities	10 Organizes post-reading book-related activity (beyond oral discussion)					
11 No pre-reading experiences or activities (without any codes 1-10)	12 Asks book-related open-ended questions (requires prediction, expanded response, thinking, and/or analysis)	11 No post-reading activities or extension occurs (without any codes 1-10)					
	13 Picture walk						
	14 Reads text straight through (without any codes 1 - 13)						

Quality Indicators for OMLIT-RAP

RAP #1					
1. Story-related vocabulary Code as "1" if no A5, B5, or C4 is circled. Code item as "1" if no new vocabulary introduced.	<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High
	Some story-related vocabulary words are introduced/discussed, but the definition of one or more of the words is misleading or wrong.	1 story-related vocabulary word and no comprehension supports.	One story-related vocabulary word is introduced or discussed and the definition is accurate AND At least one of the following comprehension supports is given for the word: <ul style="list-style-type: none">A picture, gesture, or other concrete visual aid is used;The word is linked to a rich network of related words or concepts.	2 story-related vocabulary words with partial comprehension supports.	At least 2 story-related vocabulary words are introduced or discussed and the definition of each vocabulary word is accurate AND Both of the following comprehension supports are given for each word: <ul style="list-style-type: none">A picture, gesture, or other concrete visual aid is used; andEach word is linked to a rich network of related words or concepts.
2. Adult use of open-ended questions Code item as "1" if no open-ended questions (no A10, B11, B12, C8 or C9 circled).	<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High
	Adult poses only one open-ended question and does not provide opportunity for children to respond to question (child not given time to respond, or adult moves on after child has responded).	1 open-ended question and time for children to respond.	Adult poses two open-ended questions and provides opportunity for children to respond to one but not both of the questions.	2-3 open-ended questions and time for response to at least 2.	Adult poses at least four open-ended questions and consistently shows interest in/actively encourages children's responses (e.g., pausing for children, restating question, calling on particular children, acknowledging children's response).
3. Depth of Post-Reading Code item as "1" if no C1-C10 is circled.	<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High
	No post-reading extension or activities. (Post-reading coded as C11)	Relates to the book but lasts LESS than 5 minutes	Discussion and/or activity that <ul style="list-style-type: none">Relates to the story/book but does not extend its meaning or comprehension AND <ul style="list-style-type: none">Lasts at least 5 minutes.	Extends comprehension and lasts LESS than 10 minutes	Discussion and/or activity that <ul style="list-style-type: none">Extends the meaning of the text and reinforces comprehension of the story/book AND <ul style="list-style-type: none">Lasts at least 10 minutes.

A. PRE-Reading

1. **Guides book choice; discusses children's book choice(s):** Adult encourages children to choose the book; talks about their choice with them. Helps them make appropriate choice.
2. **Points to features of the book such as the title, illustrations, author:** Points to title, author, illustrator, or illustration on front of book (or points to chapter title in a chapter book).
- 2a. **Discusses/defines concepts of print such as the title, illustrator, author:** Defines, describes meaning of concepts of print such as title, author, illustrator, or illustration.
3. **Reminds children of similar books they have read or that they have read same book before:** Calls attention to books by the same author or illustrator, on same topic, etc. OR reminds children they've already read same book before. Ex: "What was another book that we read about ducks?" or "...by Eric Carle?"
4. **Comments on sounds, letters, sound-letter links, or tells children to listen and look for them in the book:** Talks about sounds they will hear in the story, especially sounds they may have been learning about in class. Or talks about letters they will see in the book, especially letters they have been learning about. Ex: "During the story, when you hear the 'buh' sound, raise your hand." Or "This story has a lot of words that begin with the letter 'g.' Let me know when you see one."
5. **Introduces book-related vocabulary:** Highlights or explains new vocabulary. Ex: "This book is about a fish called a 'sunfish.' Sunfish have fins. Fins are what they use to move around in the water. When we read the book, you will see pictures of sunfish and we can pick out their fins." Does NOT include concepts of print such as illustrator, author, etc.
6. **Relates the book to other activities in class, class theme:** Calls attention to the book's relation to class activities or theme. Ex: "This duck likes to eat fish. What does our pet turtle like to eat?" Or, "Remember last week when we went to the fire station? This story is about firemen like the ones we met."
7. **Talks about events and/or features to listen, look for in the book:** Helps children anticipate things that will happen in the book. Ex: "At the end we'll talk about all the different things that the caterpillar likes to eat. What do we think his favorite food is?"
8. **Introduces background information related to the book (with or without child input):** Describes what the book is about. Ex: "This book is about a birthday party that Little Bear has with all his forest friends." May or may not invite child discussion.
9. **Narrates/tells the story in advance of reading:** Recites all or major parts of the book (e.g., nursery rhyme in book based on rhyme) before actually reading the book.
10. **Relates the book to children's own experiences outside of classroom activities:** Links book to children's experiences outside of class. For example: "Have you ever fed the ducks in the park before? What sound did they make?" or "What kinds of things do you like to do on a rainy day?"
11. **No pre-reading experiences or activities (without any codes 1-10):** The adult may alert children to the reading activity but does not provide any of the above-listed experiences/activities.

B. Reading

1. **Tracks print/discusses English print conventions:** Adult moves finger along the page below the line of print or points sequentially to words in text while reading. Discusses punctuation, directionality of English print.
2. **Uses props / dramatic voices / gestures:** Uses props (e.g., hand puppets, stuffed animals, items in the story), gestures, or different voices to tell story.
3. **Directs children's attention to illustrations/text/story (e.g., asks questions about; discusses/expands on meaning; offers new information):** Points to, or in some way calls children's attention to the book's illustrations, details of the illustrations. Engages children in (brief) discussion about the meaning of text or illustrations and/or offers new information about the story that may not be written in the text or depicted in illustration (e.g., explaining about something unfamiliar in the text or pictures).
4. **Comments on sounds, letters, and/or sound-letter links in the story/book:** Calls children's attention to sounds, letters, or sounds and their corresponding letters in the book text.
5. **Highlights new book-related vocabulary:** Calls attention to, defines, and/or gives examples to help children understand unfamiliar words in the book.
6. **Relates the book to other activities in class, class theme:** Places the book in context by mentioning the class theme and/or how the book fits into the class activities.
7. **Expands on children's comments about the book:** When child makes a comment, adult extends by asking child for elaboration or restating child's comment.
8. **Answers children's questions about the book or related topics:** Allows children to ask questions about the book and then responds to those questions.
9. **Has children join in reading/completing text on their own or as a group (choral reading):** Pauses and/or indicates to children in some way that they should recite words/numbers, phrases, or longer chunks of the text aloud with the teacher.
10. **Asks recall questions about earlier parts of the book:** Asks children to recall events, characters, attributes from earlier in the story.
11. **Relates the book to children's experiences/Asks book-related questions about children's experiences outside of classroom activities:** Extends children's understanding by tapping into their own experiences to help them comprehend the story.
12. **Asks book-related open-ended questions (requires prediction, expanded response, thinking, and/or analysis):** Probes children's comprehension by asking questions about the story that require children to predict (e.g., "What do you think will happen next? What if...?"); elaborate responses; engage in more thought or analysis of the story.
13. **Picture walk:** "Walks through" the book without reading text; turns pages and describes aspects of the illustrations, and/or asks children about the illustrations. May or may not "tell" the story.

14. **Reads text straight through (without any codes 1-13):** The adult does not engage children in any of the activities or behaviors listed above while reading the story.

C. POST-Reading

1. **Answers children's questions about the book or related topics:** Teacher reads, speaks, without expecting response from children at that time.
2. **Expands on children's comments about the book or illustrations:** Allows children to ask questions about the book and then responds to those questions.
3. **Comments on sounds, letters, and/or sound-letter links in the book:** Calls children's attention to sounds, letters, or sounds and their corresponding letters in the book text.
4. **Reviews/reinforces book-related vocabulary with or without print reference:** The teacher suggests ways of extending activities (e.g., to include or extend literacy activity) or offers materials (e.g., literacy materials).
5. **Summarizes/retells the story without child involvement:** Re-tells plot of story to remind children, help children who didn't understand what the story meant.
6. **Summarizes/retells the story with child involvement:** Involves children in retelling plot of story.
7. **Asks for recall of information about the book:** Asks children to recall events, characters, attributes from the story just read aloud.
8. **Asks book-related questions about children's experiences outside of classroom activities:** Extends children's understanding by tapping into their own experiences to help them comprehend the story.
9. **Asks book-related open-ended questions (requires speculation, expanded response, thinking, and/or analysis):** Probes children's comprehension by asking questions about the book that require speculation, longer or more elaborated responses, more thought, or analysis of the story. Ex: "What do you think would have happened if...?"
10. **Organizes post-reading book-related activity (beyond oral discussion):** The teacher suggests ways of extending activities (e.g., to include or extend literacy activity) or offers materials (e.g., literacy materials).
11. **No post-reading activity or extension occurs (without any codes 1-10):** The adult does none of the above-listed extensions or activities after reading the book.

Note: Discussion of concepts of print during post-reading should be coded as A-2a.

Quality of Language and Literacy Instruction
OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		□ 1 = Minimal	□ 2	□ 3 = Moderate	□ 4	□ 5 = High	
1. Opportunities to engage in language and literacy activities	<input type="checkbox"/> No opportunities <input type="checkbox"/> Minimal (one) opportunity <input type="checkbox"/> Moderate number of (a few) opportunities <input type="checkbox"/> Extensive number of (many) opportunities	Language and literacy activities <i>rarely/never</i> higher-quality; typically lower-quality, such as worksheets, tracing/copying, recitation, lecture		Language and literacy activities <i>sometimes</i> higher-quality and <i>sometimes</i> lower-quality (about 50% of each)		Language and literacy activities <i>often/consistently</i> higher-quality, such as songs, rhymes, reading aloud, games, extended 1-1 discussions/ dialogue, journals	Scores on these features are the average from Items 2 – 6.
¹ Domain = writing, letter/word knowledge, oral language, functions/features of print, sound in words. ² Small groups = 3-5 children; large groups = 6+ children ³ Rich language = rare vocabulary, extended sentences, new words. Abstract concepts = non-present topics (prediction, analysis)		<i>Little/no variety</i> in language and literacy activities provided (only 1 domain of activities) ²		<i>Some variety</i> in language and literacy activities provided (3 domains of activities) ³		<i>Wide variety</i> in language and literacy activities provided (5 domains of activities) ³	
		Language and literacy (not solely oral language) <i>rarely/never</i> integrated into activities with goals other than literacy		Language and literacy (not solely oral language) <i>sometimes</i> integrated into activities with goals other than literacy		Language and literacy (not solely oral language) <i>often</i> integrated into activities with goals other than literacy	
		Language and literacy activities <i>rarely/never</i> conducted with children in <u>small groups/individual children</u> ²		Language and literacy activities <i>sometimes</i> conducted with <u>small groups/ individual children</u> and <i>sometimes</i> with <u>large groups</u> ³		Language and literacy activities are <i>often/consistently</i> conducted with <u>small groups/individual children</u> ³	
		Staff work with <i>only a few/a small percentage</i> of the children in language and literacy activities over the day		Staff work with <i>up to half</i> of the children in language and literacy activities over the day		Staff work with <i>most/half</i> of the children in language and literacy activities over the day	
		Staff <i>rarely/never</i> use rich language with children, talk about abstract concepts, or talk about language itself		Staff <i>sometimes</i> use rich language with children, <i>sometimes</i> talk about abstract concepts, and <i>sometimes</i> talk about language itself		Staff <i>often/consistently</i> use rich language with children, talk about abstract concepts, and talk about language itself	
		Staff <i>rarely/never</i> positive, enthusiastic engaged in language and literacy activities		Staff <i>sometimes</i> positive, enthusiastic, engaged in language and literacy activities and <i>sometimes</i> not		Staff <i>often/consistently</i> positive, enthusiastic, engaged in language and literacy activities	
Snapshots		CLIPs/RAPs			Other Language and Literacy Activities		
ALL LANGUAGE AND LITERACY							

Quality of Language and Literacy Instruction
OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	
2. Opportunities to engage in writing	<input type="checkbox"/> No opportunities <input type="checkbox"/> Minimal (one) opportunity <input type="checkbox"/> Moderate number of (a few) opportunities <input type="checkbox"/> Extensive number of (many) opportunities	Writing activities <i>rarely/never</i> higher-quality, usually lower quality, such as worksheets, tracing/copying		Writing activities <i>sometimes</i> higher-quality and <i>sometimes</i> lower-quality (about 50% of each)		Writing activities <i>often/consistently</i> higher-quality, such as emergent writing, captioning, dictation with teacher, writing own name on work, book-making, journals	
⁴ Children writing on their own = using invented or phonetic spelling and irregular letter forms		<i>Little/no variety</i> in writing activities provided (either only 1 activity or only 1 type of activity)		<i>Some</i> variety in writing activities provided (3 different types of activities)		<i>Wide</i> variety in writing activities provided (5+ different types of activities)	
		Writing <i>rarely/not</i> integrated into activities with goals other than literacy		Writing <i>sometimes</i> integrated into activities with goals other than literacy		Writing <i>often</i> integrated into activities with goals other than literacy	
		Writing activities <i>rarely/never</i> conducted with children in <u>small groups/individual children</u>		Writing activities <i>sometimes</i> conducted with <u>small groups/individual children</u> and sometimes with children in large groups		Writing activities are <i>often/consistently</i> conducted with <u>small groups/individual children</u>	
		Staff work with <i>only a few/a small percentage</i> of the children in writing activities over the day		Staff work with <i>some/up to half</i> of the children in writing activities over the day		Staff work with <i>most/all</i> of the children in writing activities over the day	
		In <i>few/no</i> writing activities, writing is done by children themselves rather than by adults		In <i>some</i> writing activities, writing is done by children themselves rather than by adults		In <i>most/all</i> writing activities, writing is done by children themselves rather than by adults	
		Staff <i>rarely/never</i> allow or encourage children to write on their own; ⁴ <i>usually</i> insist on conventional letter formation/spelling		Staff <i>sometimes</i> allow or encourage children to write on their own ⁴ and <i>sometimes</i> insist on conventional letter formation/spelling		Staff <i>often/consistently</i> allow or encourage children to write on their own ⁴ rather than insisting on conventional letter formation/spelling	
Snapshots		CLIPS			Other Writing Activities		
WRITING							

Quality of Language and Literacy Instruction
OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	
3. Attention to/ promotion of letter/word knowledge ^a	<input type="checkbox"/> No opportunities <input type="checkbox"/> Minimal (one) opportunity <input type="checkbox"/> Moderate number of (a few) opportunities <input type="checkbox"/> Extensive number of (many) opportunities	Activities promoting letter/word knowledge <i>rarely/never</i> higher-quality; usually lower quality, such as drills, flashcards, worksheets		Activities promoting letter/word knowledge <i>sometimes</i> higher-quality and <i>sometimes</i> lower-quality (about 50% of each)		Activities promoting letter/word knowledge <i>often/consistently</i> higher-quality, such as reading alphabet books, having children write own name, helping child locate classroom job by calling attention to key letters, games such as letter bingo, letter wall	
^a Letter/word knowledge: attention to same/different in letters, names, words; associating letter names and letter shapes; letter-sound matches		<i>Little/no variety</i> in activities to promote letter/word knowledge (either only 1 activity or only 1 type of activity)		<i>Some variety</i> in activities to promote letter/word knowledge (3 different types of activities)		<i>Wide variety</i> in activities to promote letter/word knowledge (5+ different types of activities)	
		Letter/word knowledge <i>rarely/not</i> integrated into activities with goals other than literacy		Letter/word knowledge <i>sometimes</i> integrated into activities with goals other than literacy		Letter/word knowledge <i>often</i> integrated into activities with goals other than literacy	
		Activities to promote letter/word knowledge <i>rarely/never</i> conducted with children in <u>small groups/individual children</u>		Activities to promote letter/word knowledge <i>sometimes</i> conducted with <u>small groups/ individual children</u> and sometimes with children in large groups		Activities to promote letter/word knowledge are <i>often/consistently</i> conducted with <u>small groups/individual children</u>	
		Staff promote letter/word knowledge with <i>only a few/a small percentage</i> over the day		Staff promote letter/word knowledge with <i>some/up to half</i> of the children over the day		Staff promote letter/word knowledge with <i>most/all</i> of the children over the day	
Snapshots		CLIPs/RAPs			Other Examples of Attention to Letter/Word Knowledge		

LETTER/WORD KNOWLEDGE

Quality of Language and Literacy Instruction
OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	
4. Opportunities/encouragement of oral language to communicate ideas and thoughts	<input type="checkbox"/> No opportunities <input type="checkbox"/> Minimal (one) opportunity <input type="checkbox"/> Moderate number of (a few) opportunities <input type="checkbox"/> Extensive number of (many) opportunities	<p>Oral language activities are <i>rarely/never</i> higher-quality, usually lower-quality, such as recitation, short dialogues, topics that don't promote thinking, lecture—adult talk predominates</p> <p><i>Little/no variety</i> in oral language activities provided (either only 1 activity or only 1 type of activity)</p>		<p>Oral language activities <i>sometimes</i> higher-quality and <i>sometimes</i> lower-quality (about 50% of each)</p> <p><i>Some variety</i> in oral language activities provided (3 different types of activities)</p>		<p>Oral language activities <i>often/consistently</i> higher-quality, such as in-depth conversations, dialogues, oral presentations by children, rich symbolic play</p> <p><i>Wide variety</i> in oral language activities provided (5+ different types of activities)</p>	
<p>* One "turn" refers to a back-and-forth verbal exchange. Multiple turns means at least 3 back-and-forth exchanges</p>		<p>Oral language opportunities <i>rarely/never</i> integrated into activities with goals other than literacy</p>		<p>Oral language opportunities <i>sometimes</i> integrated into activities with goals other than literacy</p>		<p>Oral language opportunities <i>often</i> integrated into activities with goals other than literacy</p>	
		<p>Oral language activities <i>rarely/never</i> conducted with children in <u>small groups/individual children</u></p>		<p>Oral language activities <i>sometimes</i> conducted with <u>small groups/individual children</u> and <i>sometimes</i> with children in large groups</p>		<p>Oral language activities <i>often/consistently</i> conducted with <u>small groups/individual children</u></p>	
		<p>Staff work with <i>only a few/a small percentage</i> of the children in oral language activities over the day</p>		<p>Staff work with <i>some/up to half</i> of the children in oral language activities over the day</p>		<p>Staff work with <i>most/all</i> of the children in oral language activities over the day</p>	
		<p>Staff <i>rarely/never</i> encourage/provide opportunities for children to use oral language in higher-level cognitive operations</p>		<p>Staff <i>sometimes</i> encourage/ provide opportunities for children to use oral language in higher-level cognitive operations</p>		<p>Staff <i>often/consistently</i> encourage/ provide opportunities for children to use oral language in higher-level cognitive operations</p>	
		<p>Verbal interactions between staff and children <i>rarely/never</i> involve multiple turns* and topics other than management issues</p>		<p>Verbal interactions between staff and children <i>sometimes</i> involve multiple turns* and non-management topics and <i>sometimes</i> involve short, involve mainly management issues</p>		<p>Verbal interactions between staff and children <i>often/consistently</i> involve multiple turns* and topics other than management</p>	
		<p>Staff <i>rarely/never</i> extend or scaffold children's oral language by adding new words or concepts, elaborating on child ideas or descriptions</p>		<p>Staff <i>sometimes</i> extend or scaffold children's oral language by adding new words or concepts, elaborating on child ideas or descriptions</p>		<p>Staff <i>often/consistently</i> extend or scaffold children's oral language by adding new words or concepts, elaborating on child ideas or descriptions</p>	
Snapshots		CLIPs/RAPs			Other Oral Language Activities		
ORAL LANGUAGE							

Quality of Language and Literacy Instruction
OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		☐ 1 = Minimal	☐ 2	☐ 3 = Moderate	☐ 4	☐ 5 = High	
5. Attention to the functions and features of print ²	<input type="checkbox"/> No activities <input type="checkbox"/> Minimal (one) activity <input type="checkbox"/> Moderate number of (a few) activities <input type="checkbox"/> Extensive number of (many) activities	Activities that draw attention to the functions/features of print <i><u>rarely/never</u></i> higher-quality; usually lower quality, such as direct instruction in absence of authentic, meaningful text		Activities that draw attention to the functions/features of print <i><u>sometimes</u></i> higher-quality and <i><u>sometimes</u></i> lower-quality (about 50% of each)		Activities that draw attention to the functions/features of print are <i><u>often/consistently</u></i> higher-quality, such as being part of reading aloud, working with authentic print materials.	
² Functions of print: labeling, naming, categorizing, describing. Features of print: directionality (i.e., print goes from left to right, top to bottom).		<i><u>Little/no variety</u></i> in activities that draw attention to the functions/features of print (either only 1 activity or only 1 type of activity)		<i><u>Some variety</u></i> in activities to draw attention to the functions/features of print (3 different types of activities)		<i><u>Wide variety</u></i> in activities to draw attention to the functions/features of print (5+ different types of activities)	
		Attention to the functions/features of print is <i><u>rarely/not</u></i> integrated into activities with goals other than literacy		Attention to functions/features of print is <i><u>sometimes</u></i> integrated into activities with goals other than literacy		Attention to functions/features of print is <i><u>often integrated</u></i> into activities with goals other than literacy	
		Activities that draw attention to functions/features of print <i><u>rarely/never</u></i> conducted with children in <u>small groups/individual children</u>		Activities that draw attention to functions/features of print <i><u>sometimes</u></i> conducted with <u>small groups/individual children</u> and sometimes with children in large groups		Activities that draw attention to functions/features of print <i><u>often/consistently</u></i> conducted with <u>small groups/individual children</u>	
Note: functional print on display in the classroom is <u>not</u> sufficient; staff must engage in active behaviors to draw children's attention to the functions/features of print		Staff work with <i><u>only a few/a small percentage</u></i> of the children in activities that draw attention to the functions/features of print		Staff work with <i><u>some/up to half</u></i> of the children in activities that draw attention to the functions/features of print		Staff work with <i><u>most/all</u></i> of the children in activities that draw attention to the functions/features of print	
Snapshots		CLIPs/RAPs			Other Examples of Attention to Features/Functions of Print		
FUNCTIONS/FEATURES OF PRINT							

Quality of Language and Literacy Instruction

OMLIT-QUILL

Item	Frequency Rating	Overall Quality Rating					Item Score
		□ 1 = Minimal	□ 2	□ 3 = Moderate	□ 4	□ 5 = High	
6. Attention to sounds in words* throughout the day	<input type="checkbox"/> No activities <input type="checkbox"/> Minimal (one) activity <input type="checkbox"/> Moderate number of (a few) activities <input type="checkbox"/> Extensive number of (many) activities	Activities that call attention to sounds in words <i>rarely/never</i> higher-quality; usually lower quality, such as drills, practice on isolated sounds		Activities that call attention to sounds in words <i>sometimes</i> higher-quality and <i>sometimes</i> lower-quality (about 50% of each)		Activities that call attention to sounds of words <i>often/consistently</i> higher-quality, such as reading text that has rhymes/alliteration; singing songs or playing games that emphasize rhyming, syllables in words (clapping out syllables)	
*Rhyming; alliteration; sentence segmenting; syllable blending/segmenting; onset-rime blending/segmenting; phoneme blending/segmenting; phoneme manipulation		<i>Little/no variety</i> in activities that draw attention to sounds in words (either only 1 activity or only 1 type of activity)		<i>Some variety</i> in activities that draw attention to sounds in words (3 different types of activities)		<i>Wide variety</i> in activities that draw attention to sounds in words (5+ different types of activities)	
		Attention to sounds in words <i>rarely/not</i> integrated into activities with goals other than literacy		Attention to sounds in words <i>sometimes</i> integrated into activities with goals other than literacy		Attention to sounds in words <i>often integrated</i> into activities with goals other than literacy	
		Activities that draw attention to sounds in words <i>rarely/never</i> conducted with children in <u>small groups/individual children</u>		Activities that draw attention to sounds in words <i>sometimes</i> conducted with <u>small groups/ individual children</u> and sometimes with children in large groups		Activities that draw attention to sounds in words are <i>often/consistently</i> conducted with <u>small groups/individual children</u>	
		Staff work with <i>only a few/a small percentage</i> of the children in activities that draw attention to sounds in words over the day		Staff work with <i>some/up to half</i> of the children in activities that draw attention to sounds in words over the day		Staff work with <i>most/all</i> of the children in activities that draw attention to sounds in words over the day	
		Staff explain sounds in words incorrectly ² <i>more than twice</i> (Note: regional/societal accents, variants not counted as incorrect)		Staff <i>usually</i> explain sounds in words correctly but explain sounds incorrectly ² once or twice		Staff <i>always</i> explain sounds in words correctly (regional/societal accents, variants not counted as incorrect ³)	
		² Types of possible errors in explaining sounds in words include: giving the wrong sound for a letter; indicating that a letter has only one correct sound when it has more than one; asking children to name or identify things that start with a particular letter <u>when no printed text is referenced</u> , rather than a particular sound (e.g., "Look around and tell me all the things that start with the letter 'r.'" Adult should ask about things that start with the /r/ sound.).					
Snapshots		CLIPS/RAPS			Other Examples of Attention to Sounds in Words		
SOUNDS IN WORDS							

**Quality of Language and Literacy Instruction
OMLIT-QUILL**

Language and Literacy Strategies with English-Language Learners (ELLs)						<input type="checkbox"/> No ELL children in classroom	
Item	Frequency	Overall Quality Rating					
		<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	Item Score
7. ELL children intentionally included in activities, conversations	<input type="checkbox"/> Check and skip item if <u>all</u> children in class are ELLs.	ELL children <i>rarely/never</i> integrated with English-speaking children in activities		ELL children <i>sometimes</i> integrated with English-speaking children in activities and <i>sometimes</i> segregated		ELL children <i>often/regularly</i> integrated with English-speaking children in activities	
		ELL children <i>rarely/never</i> encouraged/ supported to join conversations with English-speaking children		ELL children <i>sometimes</i> encouraged/ supported to join conversations with English-speaking children and <i>sometimes</i> not		ELL children <i>often/regularly</i> encouraged/ supported to join conversations with English-speaking children	
8. Development of both home language(s) and English supported for ELL children		Staff <i>rarely/never</i> positive about having ELL children in the classroom		Staff <i>sometimes</i> positive about having ELL children in the classroom (or only some staff appear positive)		All staff <i>consistently</i> positive about having ELL children in the classroom	
		ELL children <i>never</i> encouraged OR <i>sometimes</i> forced to try using English		ELL children <i>sometimes</i> encouraged but <i>never</i> forced to try using English		ELL children <i>regularly</i> encouraged but <i>never</i> forced to try using English	
		→ Code only if > 1 ELL child in class or ≥ 2 ELLs with same home language ELL children <i>rarely/never</i> encouraged to use their home language with each other; are <i>actively</i> discouraged		→ Code only if > 1 ELL child in class or ≥ 2 ELLs with same home language ELL children <i>rarely</i> encouraged to use their home language with each other but <i>not discouraged</i>		→ Code only if > 1 ELL child in class or ≥ 2 ELLs with same home language ELL children <i>often/consistently</i> encouraged to use their home language with each other	
Snapshots		CLIPs/RAPs			Other Examples		

ELL INSTRUCTION: INCLUSION AND SUPPORT FOR HOME LANGUAGE

**Quality of Language and Literacy Instruction
OMLIT-QUILL**

Language and Literacy Strategies with English-Language Learners (ELLs)					<input type="checkbox"/> No ELL children in classroom		
Item	Language	Overall Quality Rating					Item Score
		<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	
9. Home language(s) of ELL children integrated into language and literacy activities	<input type="checkbox"/> No English used (only ELL children's home language used). [Skip item]	No staff members speak ELL children's home language(s) AND no other adults used as translators		No staff members speak ELL children's home language(s) AND other adults only <i>sometimes</i> used as translators		At least one staff member speaks ELL children's home language(s) OR other adults <i>often/regularly</i> used as translators	
		ELL children's home language(s) <i>rarely/never</i> integrated with English in print-based language and literacy activities		ELL children's home language(s) <i>sometimes</i> integrated with English in print-based language and literacy activities		English/ELL children's home language(s) <i>often/regularly</i> integrated in print-based language and literacy activities	
		English and ELL children's home language(s) <i>rarely/never</i> integrated in oral language activities (songs, rhymes, language games)		English and ELL children's home language(s) <i>sometimes</i> integrated in oral language activities (songs, rhymes, language games)		English/ELL children's home language(s) <i>often/regularly</i> integrated in oral language activities (songs, rhymes, language games)	
Item	Language	<input type="checkbox"/> 1 = Minimal	<input type="checkbox"/> 2	<input type="checkbox"/> 3 = Moderate	<input type="checkbox"/> 4	<input type="checkbox"/> 5 = High	Item Score
10. Language and literacy materials/methods appropriate for ELL children <small>^a Explicit = emphasis on key words, oral description of actions, events. Contextualized = use of gestures, images, objects ^b Predictable; clearly illustrated; clear, repetitive themes, plots</small>	<input type="checkbox"/> No English used (only ELL children's home language used). [Code features]	<i>Few/no text</i> materials in language and literacy activities in English and in ELL children's home language(s)		<i>Some text</i> materials in language and literacy activities in English and in ELL children's home language(s)		<i>Most/all text</i> materials in language and literacy activities in English and in ELL children's home language(s)	
		<i>Few/no</i> other print materials in classroom (labels, posters, charts) include both English and home language(s) of ELL children		<i>Some</i> other print materials in classroom (labels, posters, charts) include both English and home language(s) of ELL children		<i>Many/most</i> print materials in classroom (labels, posters, charts) include English and home language(s) of ELL children	
		Methods used to teach English to ELL children <i>rarely/never</i> explicit and contextualized ^a		Methods used to teach English to ELL children <i>sometimes</i> explicit and contextualized ^a and <i>sometimes</i> not		Methods used to teach English to ELL children <i>usually/consistently</i> explicit and contextualized ^a	
		<i>Few/no</i> books available to children/read aloud are appropriate for English language learners ^b		<i>Some</i> books available to children/read aloud are appropriate for English language learners ^b		<i>Many/most</i> books available to children/read aloud are appropriate for English language learners ^b	
Snapshots		CLIPs/RAPs			Other Examples		

ELL INSTRUCTION: INTEGRATION INTO LITERACY ACTIVITIES/MATERIALS

Classroom Literacy Opportunities Checklist MLIT-CLOC

Physical Layout of Classroom		1	2	3	Notes
1	The room is arranged in distinct centers for different activities (e.g., dramatic play, blocks, books, science, math, art or music).	No distinct centers 1	1-2 distinct centers 2	3+ distinct centers 3	
<i>Note: Two or more combined areas count as one. Circle time area is not a center.</i>					
2	Materials and objects in the room appear well organized (i.e., clearly marked, sorted in a systematic way, and stored in designated areas).	Room cluttered with materials, objects that are not marked, sorted, stored 1	Some materials marked, sorted, stored; others not 2	Most materials, objects are clearly marked, sorted, and stored 3	
3	The classroom layout (i.e., space, furniture placement) is designed so that whole-group, small-group, and individual instruction can easily occur (e.g., a large rug for whole group, tables for small group, or individual desks for individual instruction).	Only 1 group size possible 1	Two group sizes possible 2	All group sizes possible 3	
4	The classroom layout allows children to choose materials and participate in activities independently (e.g., low shelves and easy-to-open cabinets contribute to lots of choice).	Restricts choice 1	Allows some choice 2	Allows lots of choice 3	
5	The space is sufficient in size for the number of children (i.e., children are able to move around freely or set up separate activity areas), with adequate lighting and no noxious or unpleasant odors.	Insufficient space, inadequate light and/or odors 1	Sufficient space and either adequate light or no odors 2	Sufficient space, adequate light, and no odors 3	

Classroom Literacy Opportunities Checklist MLIT-CLOC

Print Environment		1	2	3	Notes
6	Examples of children's writing are on display (i.e., actual letters or words formed by children, or lines, marks or squiggles that appear to imitate print, or formal letter-formation exercises). <i>Note: Writing must be child's own attempt.</i>	No writing on display 1	Only child's own name on work or art on display 2	Writing on display other than just child's own name 3	
7	Child names are matched with photographs of child/child and family or representative object (e.g., animal, color, etc.) posted in classroom. <i>Note: Children must be identified individually.</i>	No names with photographs 1	Names matched to other representative icon 2	Yes, names matched to photographs 3	
8	Examples of functional print that include words/letters are visible (i.e., print used for a purpose) (e.g., calendar, weather chart, job chart, written rules, words of songs, daily menu, daily schedule, etc.). <i>Note: Do not include labels on types of materials here (e.g., "Blocks", "Writing Center").</i>	None 1	1-3 examples 2	4+ examples 3	
9	Examples of functional print that include numerals are visible (e.g., posters, charts, other visual displays that include numbers, such as calendar, daily schedule, birthday dates). <i>Note: Do not count a regular classroom clock. Do not count puzzles, toys.</i>	None 1	1-3 examples 2	4+ examples 3	
10	Labels for groups of toys, materials or areas/centers in the classroom. <i>Note: Labels for the same area or things in 2 or more languages count as 1 label.</i>	None 1	1-6 labels 2	7+ labels 3	
11	Environmental print--posters with print, children's writing, other print materials--are at or below <u>children's eye level</u> . <i>Note: Eye level is defined as the height of an adult's waist.</i>	<u>None</u> at eye level 1	<u>Some</u> at eye level 2	<u>Most or all</u> at eye level 3	
12	There is at least one <u>alphabet</u> chart at or below children's eye level. <i>Note: Chart must include the entire alphabet; an alphabet rug and alphabet table count and should be coded as a "2".</i>	No chart(s) 1	Chart(s) but not at eye level 2	Chart(s) and at eye level 3	
13	There is at least one <u>numeral</u> chart at or below children's eye level. <i>Note: If numerals chart on rug or table, code as "2".</i>	No numeral chart 1	Chart(s) but not at eye level 2	Chart(s) at eye level 3	

Accessible = Can be reached by children on their own.

Classroom Literacy Opportunities Checklist MLIT-CLOC

Literacy Toys and Materials	1	2	3	Notes
14 There are toys and/or materials accessible to children that include <u>words/letters</u> (e.g., toys - puzzles, blocks, board games, card games; materials - magnetic letters, letter stamps, letter cards, word cards). <i>Note: Do not include alphabet chart or alphabet rug.</i>	None 1	1-3 toys, materials 2	4+ toys, materials 3	
15 There are toys and/or materials accessible to children that include <u>numerals</u> (e.g., toys - puzzles, blocks, board games, card games; materials - magnetic numerals, number stamps, numeral molds for sand play, numeral flash cards). <i>Note: Materials must have numerals on them. Do not include numeral chart.</i>	None 1	1-3 toys, materials 2	4+ toys, materials 3	

Classroom Literacy Opportunities Checklist MLIT-CLOC

Books and Reading Area		1	2	3	Notes
16	Total number of books in the classroom <i>If NO BOOKS in the classroom, Skip to item 28</i>	None 1	1-20 books 2	21+ books 3	
17	There is a separate and distinct <u>reading area with books</u> for children to choose from. <i>Note: Area should consist of more than just circle area.</i> <i>If NO area, Skip to item 21</i>	No 1	Books but not separate area 2	Yes, books and separate, distinct area 3	
18	Number of children that the reading area accommodates.	1 child only 1	2-3 children 2	4+ children 3	
19	The reading area is a place where children can sit comfortably to read (e.g., soft furnishings including rugs, pillows, cushions, or couches).	No 1	Sitting area with only a rug 2	Yes 3	
20	Number of books accessible to children <u>in the reading area</u> (i.e., on low shelves, in baskets).	1-7 books 1	8-20 books 2	21+ books 3	
21	There are books on display in <u>open-faced shelving</u> (in the reading area and/or the rest of the classroom). <i>Note: Book covers must face out.</i>	None 1	1-3 books on display 2	4+ books on display 3	
22	Books accessible to children in the classroom are in <u>good condition</u> (i.e., pages are not torn, covers are not missing, print is not faded).	<u>None</u> in good condition 1	<u>Some</u> in good condition 2	<u>Most or all</u> in good condition 3	
23	Books accessible to children in the classroom represent a <u>variety of types</u> (e.g., stories, poetry, non-fiction, wordless, alphabet/counting books, children's magazines (not for cutting up), etc.).	1 type 1	2 types 2	3+ types 3	
24	Books accessible to children in the classroom that present primarily <u>factual</u> information or <u>non-fiction</u> subject matter (e.g., reference books, dictionaries, science, history, biographies, etc.).	None 1	1-3 books 2	4+ books 3	
25	Books accessible to children in the classroom that are in <u>languages</u> other than English, or in both English and other language.	None 1	1-3 books 2	4+ books 3	
26	Books accessible in the classroom cover a range of reading abilities/difficulty <u>levels</u> from very easy to challenging, appropriate for less and more advanced readers (e.g., wordless picture books, 1 word picture books, picture books with 2-10 words, picture books with >10 words, or chapter books).	All 1 level 1	2 levels 2	3 or more levels 3	
27	The classroom has <u>Big Books</u> accessible to children.	None 1	Big Books <u>not</u> accessible to children 2	Big Books accessible to children 3	

Accessible = Can be reached by children on their own.

Classroom Literacy Opportunities Checklist MLIT-CLOC

Listening Area	1	2	3	Notes
28 There is an area for listening to recorded books and listening materials accessible for children's use. <i>Note: Audio equipment must be in working order to count. Radio does not count as listening equipment.</i> <i>If NO area, Skip to item 31</i>	Neither listening area nor listening materials 1	Materials or area, <u>not both</u> 2	Materials and area 3	
29 Amount of listening equipment available. <i>Note: Determine by number of headphones accessible.</i>	Player but no headphones available 1	Sufficient equipment for only 1 child 2	Sufficient equipment for 2+ children 3	
30 There are books to look at along with the recordings of books.	No 1	Books but don't match recordings 2	Yes 3	

Classroom Literacy Opportunities Checklist MLIT-CLOC

Writing Supports		1	2	3	Notes
31	There is a separate writing area (table and chairs) with writing materials accessible to children.	Neither materials nor separate area 1	Materials or area, <u>not both</u> 2	Materials and area 3	
32	There are tools in the classroom accessible to children to help them practice writing words/letters (e.g., stencils, templates, tracing sheets, worksheets/workbooks). <i>Note: tools can be in the writing area or somewhere else in the classroom</i>	None 1	1-3 tools 2	4+ tools 3	
33	There are tools in the classroom accessible to children to help them practice writing numerals (e.g., stencils, numeral templates, tracing sheets, worksheets/workbooks). <i>Note: tools can be in the writing area or somewhere else in the classroom</i>	None 1	1-3 tools 2	4+ tools 3	
34	There are a variety of types of paper in the classroom accessible to children (e.g., large newsprint, colored paper, index cards, dry erase board, etc.). <i>Note: paper can be in the writing area or somewhere else in the classroom</i>	None 1	1-3 types 2	4+ types 3	
35	There are a variety of types of writing utensils in the classroom accessible to children in the classroom (e.g., pencils, crayons, chalk, markers, etc.). <i>Note: writing utensils can be in the writing area or somewhere else in the classroom</i>	None 1	1-3 types 2	4+ types 3	
36	The classroom has a mailbox, message board or other ways for children to learn about writing for a purpose. <i>Note: The mailbox or message board is used as a way for children to exchange messages; it is not a place to store work done by each student (i.e., not regular cubbies).</i>	None 1	1 way of using writing 2	2+ ways of using writing 3	

Accessible = Can be reached by children on their own.

Classroom Literacy Opportunities Checklist MLIT-CLOC

Literacy Materials Outside of the Reading and Writing Areas (If NO centers/areas, SKIP to item 40)		1	2	3	Notes
37	Literacy materials in dramatic play area: There are <u>books and/or other literacy materials</u> in the dramatic play area (e.g., notepads, phone book, shopping lists, pencils, magazines, how-to books, cookbooks). <i>Note: If classroom does not have dramatic play area, code as "1".</i>	No books or literacy materials in dramatic play 1	Either books or literacy materials in dramatic play, <u>not both</u> 2	Books and literacy materials in dramatic play 3	
38	Literacy materials in other areas: There are <u>books and/or other literacy materials</u> in centers/areas other than the book, listening, writing, or dramatic play areas/centers (e.g., art, science, blocks, woodworking, outdoor playground, etc.). <i>*Art: books about art, art journal.</i> <i>*Science area: Notepads, notebooks, places to record observations, paper, pencils.</i> <i>*Block area: Small traffic signs, maps, labeled photos of buildings/construction sites.</i> <i>*Woodworking area: Tool catalogues, home repair magazines.</i> <i>*Outdoors: Paper/markers to make signs, colored chalk, maps on fences, bird & tree guides.</i>	No other areas with books and/or literacy materials 1	1 other area with books and/or literacy materials 2	2+ other areas with books and/or literacy materials 3	
39	There are materials to encourage <u>storytelling</u> in an area <u>other than</u> the dramatic play area (e.g., felt boards with story characters, puppets, story cards).	No other areas have storytelling materials 1	1 other area has storytelling materials 2	2+ other areas have storytelling materials 3	

Diversity in Literacy Materials		1	2	3	Notes
40	<u>Books/text materials</u> accessible in the classroom show a variety of diverse groups of people (e.g., ethnicity, age, disability). <i>Note: Animals and cartoon characters do not count; Must be real people or depictions of humans.</i>	None 1	1-3 examples of diversity in books 2	4+ examples of diversity in books 3	
41	Posters or other visual displays are in a <u>language</u> other than English (e.g., posters, signs, labels, etc.). <i>Note: Count each type of visual display in another language as one instance.</i>	None 1	1-3 posters 2	4+ posters 3	
42	<u>Toys and materials</u> in the classroom represent other cultures, ethnic groups, types of people (e.g., clothing, food, decorative objects, dolls and other toys). <i>Note: Do NOT count books.</i>	None 1	1-3 toys, materials 2	4+ toys, materials 3	

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Classroom Literacy Opportunities Checklist MLIT-CLOC

Instructional Technology	1	2	3	Notes
43 There are computers for the children to use.	None 1	1-2 computers 2	3+ computers 3	
44 Other interactive technology for children to use (e.g., LeapFrog SchoolHouse™ materials, See & Say™ materials, etc.).	None 1	Sufficient for 1-2 children to use at same time 2	Sufficient for 3+ children to use at same time 3	

Curriculum Theme (Code at end of observation)	1	2	3	Notes
45 Classroom has a curriculum theme. <i>Not truly a content theme:</i> a color, a letter, a number, or something similar. <i>Common concepts:</i> holidays, seasons, dinosaurs. <i>Unusual or rich concept:</i> construction, maps, professions. <i>If there is NO theme, SKIP to item 52</i>	No evidence of a content theme 1	Theme based on common concepts 2	Unusual or rich concept 3	
<u>Describe</u> topic of theme.				
46 Theme is evident in <u>reading/text</u> materials (i.e., books on display in classroom, books read aloud).	No 1		Yes 3	
47 Theme is evident in <u>art projects</u> related to theme.	No 1		Yes 3	
48 Theme is evident in <u>children's work</u> on display in classroom (e.g., art projects, children's writing, photographs, etc.).	No 1		Yes 3	
49 Theme is evident in <u>dramatic play</u> materials (e.g., props, costumes, related books placed in dramatic play area).	No 1		Yes 3	
50 Theme is evident in <u>commercial or teacher-made posters/displays</u> (e.g., charts, writing, graphs, photographs with captions).	No 1		Yes 3	
51 Theme is evident in <u>classroom activities</u> related to current theme (e.g., songs, learning centers, field trips).	No 1		Yes 3	

Classroom Literacy Opportunities Checklist MLIT-CLOC

Literacy Resources Outside of Classroom		1	2	3	Notes
52 Book area/library outside of the classroom.		No book area/library outside class	Book area used but NOT during observation	Book area/library outside of class used during observation	
<i>If NO book area/library outside of classroom, SKIP to Item 54</i>		1	2	3	
53 Number of books accessible in book area/library outside of the classroom		1-7 books	8-20 books	21+ books	
		1	2	3	
54 Computer lab/computer room or area outside of classroom.		No computer area	Computer area used but NOT during observation	Computer area used during observation	
<i>If NO computer area outside of classroom, SKIP to End</i>		1	2	3	
55 Number of computers accessible to children outside of the classroom.		1-2 computers	3-4 computers	5+ computers	
		1	2	3	

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